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ABSTRACT

As this report explains, the Exemplary Center for Reading Instruction (ECRI) has developed a reading program that teaches 16 skills involved in reading, spelling, listening, thinking, and writing. Daily records are kept of each child's progress. This report shows how the ECRI program can be adapted for use with a basal text. It provides detailed, step-by-step instructions for preparing mastery lists of basal and nonbasal vocabulary words, making word and review cards, planning lessons that use the word cards to teach specific skills, making instructional wall charts, and preparing skills and spelling practice worksheets. Illustrations accompany the descriptions of the materials. (GW)

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ADAPTING ECRI TO A BASAL TEXT

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Adapting ECRI To A Basal Text

The Exemplary Center for Reading Instruction located in Salt Lake City, Utah has developed a reading program which incorporates the total language arts program. Dr. Ethna Reid, who is the originator of the ECRI reading program, has as the key elements of instruction speaking, reading, spelling, listening, thinking, and writing. In this program every child is motivated to respond. Instant diagnosis is a necessary part of instruction. Every response, whether written or oral, requires 100% mastery by each child. Specific skills taught by the ECRI reading program are:

1. Penmanship - manuscript and cursive
2. Letter names and sounds
3. Phonic method of word recognition
4. Sight method of word recognition
5. Context method of word recognition
6. Word structure method of word recognition
7. Creative writing
8. Dictation
9. Spelling
10. Literal Comprehension
11. Interpretative Comprehension
12. Critical Comprehension
13. Creative Comprehension
14. Selection, evaluation, and organizational study skills
15. Locational study skills
16. Surveying and using graphic aids

In order to set up the ECRI reading program, the teacher must:

1. Administer an Informal Reading Inventory.
2. Adapt materials to the basal text being used.
3. Prepare pupil and teacher record folders.
4. Prepare a daily schedule that includes the necessary time blocks for implementing the program. The schedule should allow for transitional changes that are necessary to include other elements of instruction.
5. Learn necessary directives for teaching the skills and other necessary subject matter related to the language arts program.
6. Group the children according to teacher-pupil efficiency.

   Example: Within one class a teacher should be able to efficiently teach skills on three separate levels.
7. Lock-step the students to the procedures that are necessary for instruction in order for the students to become completely involved in the ECRI program.

In order for a teacher to implement the ECRI program there has to be a means whereby ECRI can be adapted to any basal text that has been adopted by the school system.

All of the following materials have been adapted from the Houghton Mifflin Readers according to ECRI techniques.

Materials that are used in adapting ECRI to a basal text:

Mastery List - Make a mastery list of new basal words, new non-basal words, and workbook words.

Example: 1 (page 3)

Divide each mastery list into the number of words to be taught per lesson.

Example: 2 (page 3)

EXAMPLE 1

Name _____ Rainbows 4-1-7-10

ly - readily

two
thought
store
just
them

→ New Basal Words

toy
lot

→ New Non-Basal Words

Joe
really
Steve
Sue
toys
(12 words)

→ Workbook Words

Criteria for passing word list
Test taken: 1 2 3

	Date	Time
Read 100% in 12 sec.		
Spell 100%		

Comprehension:
Literal
Critical
Interpretative
Creative
Vocabulary

EXAMPLE 2

Name: _____

Secrets 6-1. 7-10

g/j - giraffe
eep - keep
ick - kick

Lesson 1
keep
beautiful
job
suit
mule
cart
cage

Lesson 4
Mudlark's
mules
stripes
washed
whitewash
worked
(26 words)

Lesson 2
giraffe
ostrich
flamingo
zebra
stripe
kick
heel

Lesson 3
beautifully
being
heels
keeper
kicked
leaving

Criteria for passing word list
Test taken: 1 2 3

	Date	Time
Read 100% in 26 sec.		
Spell 100%		

Comprehension:
Literal
Critical
Interpretative
Creative
Vocabulary

If the mastery list has twelve words divide the mastery list into two lessons, six words per lesson. If the mastery list has twenty six words divide into four lessons, six words per lesson, seven words per two lessons.

WORD CARDS - From the mastery list made a complete set of word cards. Standard sentence strips cut into 8" lengths may be used. Print each word on the card leaving the larger spaced portion of the card on the bottom so that word cards can be used in pocket charts. Example: 3 (page 5)

Turn the word card over. In the top right corner of the back side of each card, write the name of the basal, the level of instruction, the unit number, and the page numbers of the unit. Example: 4 (page 5)

In the center back side of each card, color code each card according to the skill being taught with a colored star. Example: 5 (page 5)

Plan a complete lesson on the back side of each card listing directives for the skill being taught. Example: 6 (page 5)

In the middle left back side of each card, print one sentence to be printed on a sentence strip for oral reading. This sentence is especially good for the child with perceptual problems because it is not in context with other sentences.

Next, list one sentence to be charted for oral reading. Example: 7 (page 5)

In the left back side of each card under the sentence strip sentence and the chart sentence, list three sentences to be used for timed reading purposes. Example: 8 (page 5)

EXAMPLE 3

cat

EXAMPLE 4

Rainbows-Level 4-Unit 1
pgs. 7-10

EXAMPLE 5

EXAMPLE 6

Secrets-6-1-9-13

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.

EXAMPLE 7

Sentence Strip:
11. The cat went up the tree.

Chart:
11. The cat can run fast.

EXAMPLE 8

11. Sentence Strip
11. Chart

Sentences for timing:
1.
2.
3.

In the top left corner of the back side of each card write the lesson number.

EXAMPLE 9

This is an enlarged example of the back side of the completed card.

EXAMPLE 10

Lesson 1

Tigers - Level 3a - Unit 1
pgs. 5-8

Sight

1. Objective
2. Word - cat
3. Read
4. Oral Sentence
5. Read
6. Spell and Read
7. Formation
8. Trace, Write, Spell and Read
9. Spell and Say - Look at me
10. Proof and Correct
11. Review
12. Think of a sentence
13. Tell me your sentence
14. Listen to my sentence
15. Discrimination
    Example:
    1. rat 3. mat
    2. hat 4. sat
16. Timed Reading

(Sentence strip)
11. Sentence to read orally.
The cat went up the tree.

(chart)
11. The cat can run fast.

16. Sentences for Timed Reading
1. Tiger is Ben's cat.
2. The cat jumped on the truck.
3. Ben likes his cat.

Take each word card and separate into lessons according to word divisions per mastery list.

EXAMPLE 11

1.	backward	4.	flashlight
	back		flash
	-ward		light
2.	black	5.	garden
3.	line	6.	strike

In teaching a word such as backward make cards for the base word, word part, and then the complete word. This is useful in introducing the word structure to be utilized in teaching this word.

Wall Charts - Make charts of the methods being utilized for instructional purposes. There are sixteen directives that must be memorized for instructional purposes. Chart the directives for each method being used. Color code each chart.

EXAMPLE 12

1. Sight (color code chart black)
2. Phonics (color code chart brown)

Five Word Structure Charts

1. Adding an ending to a word you know - base word (Example: jump - add an s - the word becomes jumps) (color code chart green)
2. Compound Word (color code chart red)
3. Adding an ending to a word by changing the base word (Example: hop - double the consonant letter p - add ing - the word becomes hopping.) (color code chart blue)

4. Contractions (color code chart orange)

5. Syllables (color code chart purple)

Sentence Strips - Write a sentence on a 3" x 24" sentence strip using the word to be taught. This sentence can also be used in sentence dictation. Example 13 (page 9)

Record necessary information on the back of this sentence strip just as has been done with word cards. Also record the word being taught. Example 14 (page 9)

Chart Used In Skill Lesson

Prepare a chart for each lesson per level. The 24" x 32" chart is a good size to use.

On the top line of the right side of the chart, list the basal being taught, the level, the unit number, and the page number of the unit. On the top line of the left side of the chart list the lesson number as planned per mastery list. Example 15 (page 9)

On the top left side of the chart, list words with discrimination words and divide the word list by listing one-half on the right side to balance the page. Example 16 (page 10)

Divide the page underneath the skill words and discrimination words by use of a dotted line. On the same chart page underneath the dotted line, write a complete sentence with each skill word.

Chart Used For Timed Reading

Chart three sentences using a skill word for timed reading practice. Write the skill word in the top right corner of the chart. The 24" x 16" chart is a good size to use. These are convenient for the students to use on a one-to-one basis when they are preparing for their mastery test. Example 17 (page 10)

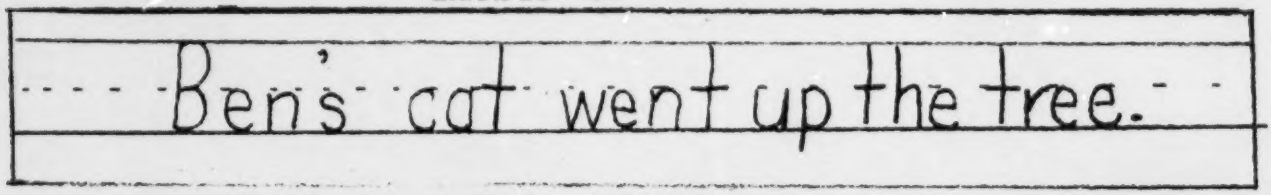
Review Cards

Make a set of Review cards from each mastery list in addition to the other word cards. Print the word on the front of each card, write the name of the basal being used, the level, and the unit pages.

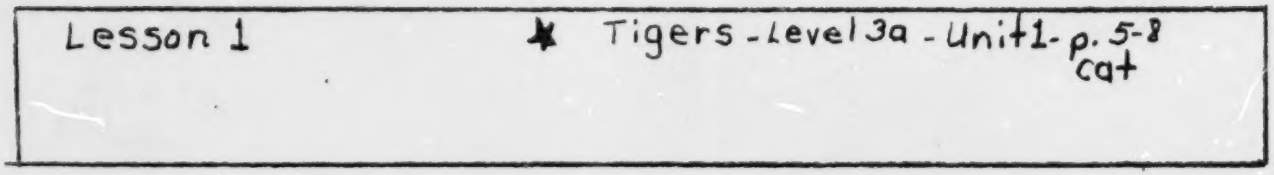
In the top left back side of each card, write the word "Review". These cards will be used daily at the beginning of each skills lesson in review.

The Review cards can be laminated for convenience in handling. Example 18 (page 12)

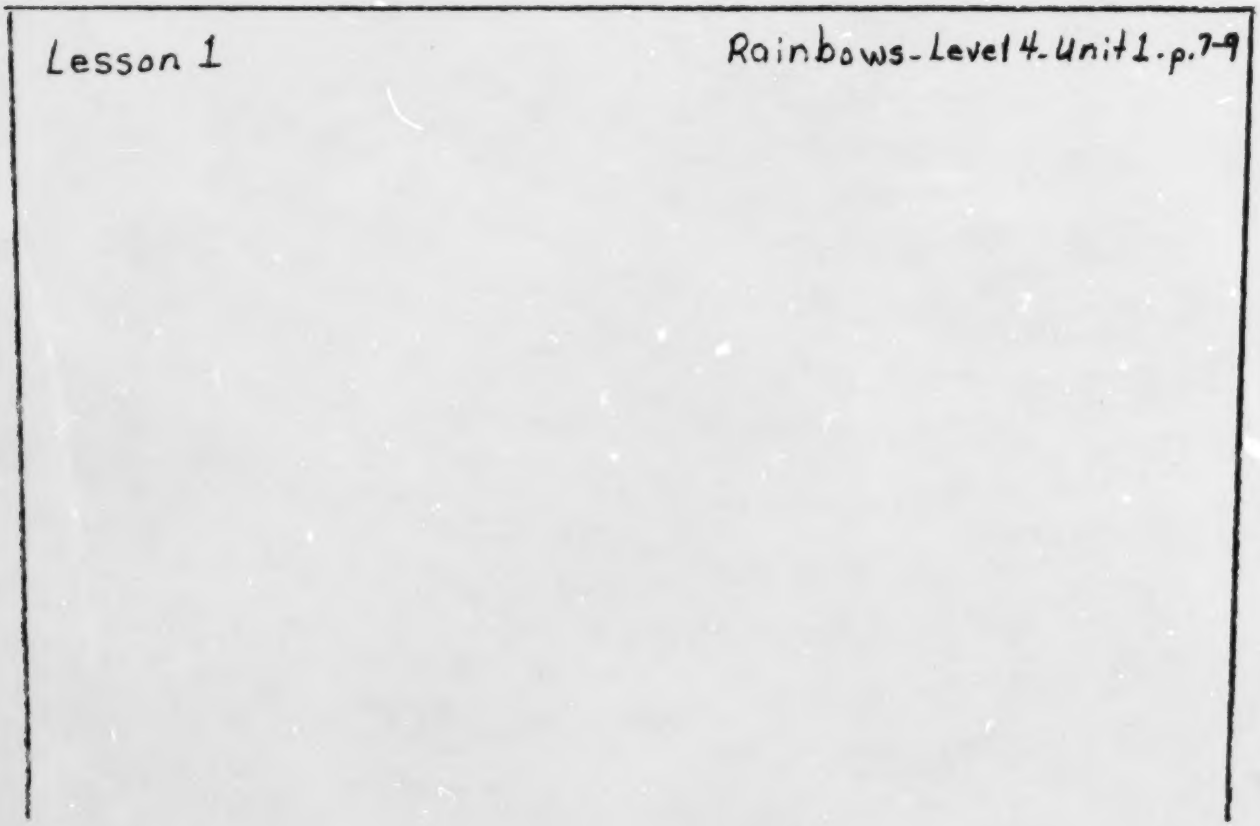
EXAMPLE 13



EXAMPLE 14



EXAMPLE 15



EXAMPLE 16

1. two
1. too
2. thought
2. bought
3. store
3. stop
4. just
4. must
5. them
5. then
6. toy
6. boy

EXAMPLE 17

thought

1. Ben thought he could go.
2. Jim thought Dad had left.
3. Mother thought she would go.

Skills Worksheet

For every lesson per mastery list, a pupil skills work sheet is made.

In preparing the skills worksheets, it is good to present a model for tracing and to allow space for each student to write the word (directive eight-trace, write, spell, read). Example 19 (page 12)

Spelling Practice Worksheet

Preparation of a spelling practice worksheet is necessary in that presenting a model for tracing, allowing space for writing, incorporating the skill taught, and discriminating enhances perfection. Example 20 (page 13)

A diagram is included which will clarify matters of organization.

Finally, every lesson is put together in this manner:

1. Separate word cards per mastery sheet per lesson.

2. Place word card, on which lesson has been planned, with sentence strip used in oral reading. Behind these place the skills worksheets and the spelling practice worksheets. These may be kept together in a manilla folder. The folder can be labeled. Example 21 (page 13).

3. Place the three sentences that have been charted for timed reading practice behind the manilla folder and store these materials in a 23" x 30" portfolio.

4. Label the portfolio. Example 22 (page 13)

5. Place the 24" x 32" charts and complete set of Review Cards in a convenient storage compartment along with the portfolios.

In order for the ECRI technique to be a success with any basal, the students' progress must be constantly evaluated. This is done by the record keeping system where-by every child has an individual folder in which daily records are kept. The teacher also has an individual record for every child where she records daily progress.

By following the procedures listed in this article for the development of materials, any teacher should be able to adapt any basal to the ECRI technique for teaching a total language arts program.

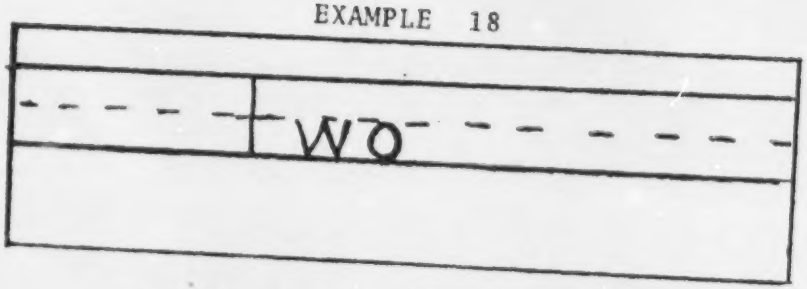
EXAMPLE 19

Lesson 1 Skills Rainbows-U.1 p.7
Name:

1. two two two
1.
2. thought thought
2.
3. store store
3.
4.
4.
5.
5.
6.
6.

12

EXAMPLE 18



(front of card)

Review Rainbows 4-1
p. 7-10

(back of card)

EXAMPLE 20

Lesson 1 Spelling Practice – Rainbows p. 7-10

Name:

1. two

2. thought

3. store

4.

5.

6.

1. __wo	1. two	1. toe
2. ___ought	2. thaught	2. thought
3. __ore	3. store	3. stop
4.	4.	4.
5.	5.	5.
6.	6.	6.

EXAMPLE 21

Lesson 1- Tigers
3.2.4.1
p. 5-8

EXAMPLE 22

Rainbows
Level 4
Unit 1
Pgs. 7-10

Lesson 1